	UT Austin	Texas Tech	U of Houston	UT Dallas	UT Arlington	Ohio State Univ	UC Berkeley	U of Florida	UCLA	UC San Diego	U Wisconsin	U of Illinois	U of Minn	Penn State	Purdue	UC Davis	GA Tech
Areas	Oral (pronunciation, grammar, fluency, comprehensibility)	Teaching performance, oral, listening	Oral	Spoken and written English	Oral	Oral	Oral	Oral	Oral	Oral	Oral	Oral	Oral	Oral	Oral	Oral	*** Read Listen Speak Write
Examination – face to face	Oral English Proficiency Assessment; ITA Online Workshop	3 week summer workshop: Performance Test, SPEAK test, Listening interview	SPEAK – 50	Oral screening test	**	Oral Proficiency Assessment	Oral Proficiency Test	SPEAK – 55-60	Test of Oral Proficiency	English Language Certification Exam	SPEAK	English Proficiency Interview	Spoken English Test for TAs	American English Oral Communicative Proficiency Test	Oral English Proficiency Test	Test of Oral English Proficiency; SPEAK	None
Alternatives – before enrollment	*	Skype prescreening workshop if TOEFL speaking is 24 or above	TSE -50; TOEFL iBT -25	TOEFL Speaking section 26 and above	Speaking section of TOEFL-23; Speaking section of IELTS-7	Speaking section of TOEFL-28; Speaking section of IELTS-8.5	Speaking section of TOEFL-26	Speaking section TOEFL-28-30	No alternatives to TOP are accepted. See note on bottom	Speaking section TOEFL-28-30; Speaking section IELTS-8.5-9; Speaking section PTE -83-90	Speaking section TOEFL-26/30; Speaking section IELTS-8.0	Speaking section TOEFL 24; Speaking section IELTS 8.0	Speaking section TOEFL 27	*	Speaking section TOEFL 27; Speaking section IELTS 8.0; Speaking section PTE – 76	Speaking section TOEFL 26; Speaking section IELTS 8.0	90 on iBT; 19 or higher on 4 skill areas
Not passing, conditional passing or not meeting minimum scores	ITA course	ESL course	English for ITA & faculty course	ESL course; English Proficiency Program	Developmental English Program (through UTA ELI)	Spoken English course	Language Proficiency Program course	Academic Spoken English course	ESL course	English Language Institute; PD program: English for Academic	ESL Courses	ESL course	Courses at Center for Educational Innovation	ESL course	ESL for TAs course	ESL course	*

SPEAK test – Spoken Proficiency English Assessment Kit – administered at university testing centers
TSE – Test of spoken English – administered at TOEFL centers
The SPEAK test is the institutional version of the Test of Spoken English (TSE), a test designed by the Educational Testing Service to assess speaking skills.

*** Georgia Tech has a minimum Institute requirement for English Proficiency related to graduate admission eligibility, but currently no other Institute-level requirements specifically for students who will be hired as TAs. Faculty recently approved an increase to the minimum Institute minimum. This will become effective with the new Catalog year in May. At that point, the minimum overall score will increase to 90 for the iBT, with section scores of 19 or higher in each of the 4 skill areas. Many of their individual programs have higher requirements than the Institute minimum.

**I found no evidence that UTA requires any type of face-to-face examination or evaluation

*None found

UCLA: Scores on any other language proficiency exams may not be used as a replacement for the TOP (e.g., SPEAK, TSE, TOEFL, ESLPE).

State code – only allowes spoken English, so prepared require oral only

Maybe satisfied by other mena
TOEFL Speaking
IELTS

April 3, 2017

Background

A. **Standardized English Language Scores**

Common European Framework	TOEFL	IELTS	PTE
C1	>= 25	7.0-8.0	75-84
C2		>= 8.5	>=85

The Common European Framework of Reference for Languages (CEFR) is an international standard for describing language ability. It is used around the world to describe learners' language skills. The framework is a series of descriptions of abilities at different learning levels that can be applied to any language. It can provide a starting point for interpreting and comparing different language qualifications and is increasingly used as a way of benchmarking language ability around the world. http://www.cambridgeenglish.org/exams/cefr/

C2 is a highly proficient level and a student at this level would be extremely comfortable engaging in academic activities at all levels
C1 is a level at which a student can comfortably participate in all post-graduate activities including teaching.

Many institutions use the C1 and C2 levels to establish scores for English Language Proficiency (ELP) for admissions and other language standards.

B. **TAMU ELP Requirements for Admissions**

Applicants whose native language is not English are required to submit proof of English proficiency, which may be satisfied by:
- a TOEFL score of at least 80 on TOEFL iBT (550 paper-based), or
- an IELTS score of at least 6.0, or
- a GRE Verbal Reasoning score of at least 146 (400 on the old scale), or
- GMAT Verbal score of at least 22, or
- a PTE Academic score of at least 53, or
- acquiring alternative verification from the Office of Graduate and Professional Studies via a departmental request. An international graduate student holding a master's degree from an accredited U.S. institution qualifies for alternative verification.

C. **TAMU ELP Requirements for International Teaching Assistants**

English Proficiency is required by the State of Texas before an international graduate student is eligible to serve as a Graduate Assistant-Teaching, or in any other position considered to be a teaching position (e.g., instructor, lecturer, etc.).

Texas Education Code, Title 3, Subtitle A, Chapter 51
http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.51.htm#51.917

Sec. 51.917. FACULTY MEMBERS; USE OF ENGLISH.
(a) In this section:
  (1) "Institution of higher education" has the meaning assigned by Section 61.003 of this code, but does not include a medical or dental unit.
  (2) "Faculty member" means a person who teaches a course offered for academic credit by an institution of higher education, including teaching assistants, instructors, lab assistants, research assistants, lecturers, assistant professors, associate professors, and full professors.
  (3) "Governing board" has the meaning assigned by Section 61.003 of this code.

(b) The governing board of each institution of higher education shall establish a program or a short course the purpose of which is to:
  (1) assist faculty members whose primary language is not English to become proficient in the use of English; and
  (2) ensure that courses offered for credit at the institution are taught in the English language and that all faculty members are proficient in the use of the English language, as determined by a satisfactory grade on the "Test of Spoken English" of the Educational Testing Service or a similar test approved by the board.

TAMU Current ELP Certification methods:

- scoring at least 80 on each of the sections (reading, listening, written composition and oral skills) of the English Language Proficiency Examination (ELPE),
- obtaining grades of A or B in English Language Institute (ELI) courses (reading, listening, written composition and oral skills) at the 300-level or higher, or
- acquiring alternative certification from the Office of Graduate and Professional Studies via a departmental request

D. TAMU Peer Institutions and Texas Institutions

TAMU has more stringent requirements for international teaching assistants than most of its peer institutions and other Texas institutions. See attached summary table.

Also as can be seen from the requirements stated above for Texas Education Code Sec 51.917(b)(2), our requirements are broader than intended by the state.

E. Proposed Revisions to International Teaching Assistants (ITAs)

The proposed revisions include:

- Limit the focus of the university ELP requirement for ITAs to oral/speaking. As with many university graduate requirements, departments will have the option to set higher standards.
- Provide opportunities for ITAs to certify before enrollment via speaking section scores on TOEFL, IELTS, and PTE exams.
- Establish formal standards for conditional eligibility
- Revise the ESL needs to support ITA ELP certification

Three cut levels:

1. Students eligible for TA assignments
2. Students conditionally eligible for TA assignments, but must simultaneously enroll in and pass specified ESL module/course or achieve acceptable score on ELPE oral exam
3. Students not eligible for TA assignment until pass a more intensive ESL module/course or achieve acceptable score on ELPE oral exam

Level #	TOEFL speaking	IELTS speaking	PTE speaking	ELPE oral
3	<23	<7.0	<75	65
2	23-25	7.0-7.5	75-84	75
1	26-30	>=8.0	>=85	80

F. Analysis of TAMU data using proposed TOEFL iBT and IELTS speaking skills cut scores

The TOEFL iBT scores of 556 Texas A&M international teaching assistants for fall 2015 who took the test between 2006 and 2015 were analyzed. The majority had also taken the local ELPE test. If Texas A&M used the proposed iBT cut scores for **Speaking**, approximately 45.9% of applicants would have achieved some degree of eligibility for ITA assignment, with 19.6% of students classified as eligible to teach without additional requirements (iBT speaking score of 26 or higher) and 26.3% classified in the category of "conditional appointment". Approximately 54.1% of applicants would have been ruled out of consideration owing to their iBT Speaking scores below 23.

Level #	TOEFL Score	Number of students	Percentage of students in category
3	<23	301	54.1%
2	23-25	146	26.3%
1	26 or higher	109	19.6%

The IELTS scores of 29 Texas A&M international teaching assistants for fall 2015 who took the test between 2010 and 2015 were analyzed. All of the students had also taken the local ELPE oral exam

one to four years after their IELTS exam test date and scored 80 or greater on the IELTS oral exam. If Texas A&M used the proposed IELTS cut scores for **Speaking**, approximately 44.8% of applicants would have achieved some degree of eligibility for ITA assignment, with 24.1% of students classified as eligible to teach without additional requirements (IELTS speaking score of 8.0 or higher) and 20.7% classified in the category of "conditional appointment". Approximately 55.2% of applicants would have been ruled out of consideration owing to their IELTS Speaking scores below 23.

Level #	IELTS Score	Number of students	Percentage of students in category
3	<7.0	16	55.2%
2	7.0-7.5	6	20.7%
1	>=8.0	7	24.1%

G. Analysis of TOEFL and IELTS speaking skills scores of fall 2017 international graduate student applicants

The TOEFL and IELTS speaking skills scores of fall 2017 international graduate student applicants who have been admitted or who have completed applications and are awaiting department decisions were analyzed.

Fall 2017 admitted international graduate students as of March 2017			
International graduate students with TOEFL scores (Total: 1597)		International graduate students with IELTS scores (Total: 77)	
Cut Score Level #	Number of achieving cut score (percentage in category)	Cut Score Level #	Number of achieving cut score (percentage in category)
3	604 (37.8%)	3	57 (74.0%)
2	578 (36.2%)	2	18 (23.4%)
1	415 (26.0%)	1	2 (2.6%)
Fall 2017 international graduate student applicants awaiting admission decision as of March 2017			
International graduate students with TOEFL scores (Total: 3081)		International graduate students with IELTS scores (Total: 189)	
Cut Score Level #	Number of achieving cut score (percentage in category)	Cut Score Level #	Number of achieving cut score (percentage in category)
3	1280 (41.5%)	3	148 (78.3%)
2	1044 (33.9%)	2	38 (20.1%)
1	757 (24.6%)	1	3 (1.6%)

H. Approaches to monitoring and evaluating cut scores and decisions

Any use of test scores for making important decisions, including screening of international teaching assistants (ITA) candidates, should be monitored and evaluated for accuracy, effectiveness, and consequences. Below are possible ways to perform local validation of test use.

    a. Analyze the proportion of ITAs screened into the different categories, in comparison with TA placement needs of departments and existing practices. Is the use of the initial cut scores approach similar, more severe, or more lenient? What are the implications for departments, students, and ESL support, based on initial screening decisions?

    b. Survey and/or interview ITAs placed into teaching positions at mid-point and end of semester in order to determine their perceptions regarding the English language demands of teaching and their own readiness in terms of each of the four skills.

    c. Get student feedback in ITA-taught classes at end of semester (via course surveys) in order to determine their perceptions regarding the English language demands of teaching and their teachers' readiness in terms of general language proficiency and/or each of the four skills (possibly in combination with regular end of semester course evaluation).

    d. Departments conduct regular classroom (and non-classroom instructional work, as applicable) observations of newly placed ITAs to assess 'on-the-job' use of English skills.

    e. OGAPS survey departmental decision makers regarding graduate students placed into teaching positions as well as non-appointed graduate students in order to determine their perceptions of:

- Number of accurate screening decisions (how many candidates were accurately placed into teaching or non-appointed)
- Number of false positives (how many candidates inaccurately placed into teaching)
- Number of false negatives (how many candidates inaccurately excluded from teaching)

    f. OGAPS compile evidence and reflect on initial cut scores after one or several iterations of use; consider possible adjustments in cut scores and likely consequences

Plan for Monitoring in academic year 2017-18
Using some of the above approaches,

- End of fall 2017: collect data
- End of spring 2018: collect data
- Summer 2018: Analyze data and determine any necessary modifications to cut scores.